| ODE logo | **State Performance Plan (SPP)**  **Fact Sheet**  **Indicator B3: Participation and Proficiency of Students with Individualized Education Programs (IEPs)** | | | |
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# **Oregon State Performance Plan**

Under the Individuals with Disabilities Education Act of 2004 (IDEA), the Oregon Department of Education (ODE) is required to submit a six-year State Performance Plan (SPP) to the Office of Special Education Programs (OSEP). The OSEP has developed key performance measures, known as indicators, to measure both compliance and results. The OSEP sets the targets for compliance indicators and the ODE sets targets for the results indicators. The SPP must include targets for each results indicator. The ODE reports on progress made toward these indicators each year in the Annual Performance Report (APR). Every six years the ODE must review results targets and engage key partners in the development of new targets. ODE is currently seeking input related to the indicators for which targets must be established and will be holding a public input session to discuss data related to this indicator in December 2021. Please see the [ODE State Performance Plan and Annual Reports for Special Education webpage](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/State-Performance-Plan-and-Annual-Performance-Report-for-Special-Education.aspx) for more information and to register for the public input session. You can also provide input without attending the session through [this survey](https://app.smartsheet.com/b/publish?EQBCT=f8e924b1bc4d418a8c901af2c38becf4).

# **What does this indicator measure and why is it important?**

Indicator B3 addresses a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by measuring participation and performance of children with IEPs on statewide assessments, as follows:

* 3A. Participation rate for children with IEPs.
* 3B. Proficiency rate for children with IEPs against grade level academic achievement standards.
* 3C. Proficiency rate for children with IEPs against alternate academic achievement standards.
* 3D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

OSEP made significant changes to this indicator for this cycle. Prior to this SPP cycle, this indicator only reported 3B (participation rates) and 3C (performance rates). The participation and performance of children experiencing disability on Oregon’s statewide assessments in reading and math are indicators of Oregon’s capacity to provide equitable access to curriculum and content.

The updated indicators will support a better analysis of the performance of students experiencing disability moving forward, but makes it more challenging to consider historical data as it measured proficiency differently. Accordingly, this fact sheet shows the data for this indicator both as it has historically been reported and as it will be reported under the revised indicator measurement.

# **What is the data source?**

The data for this indicator comes from the same data ODE uses to report to the Department under Title I of the ESEA, with specific submissions as follows:

* 3A uses EDFacts file specifications FS185 and FS188
* 3B, 3C, and 3D use EDFacts file specifications FS175 and FS178

**Does the baseline need to be set or reset for this indicator?**

Yes, this indicator was changed for the FFY 2020-2025 SPP cycle and uses new data (i.e., data from grades 4, 8 and high school, with extended assessment separated). Accordingly, ODE must establish a new baseline.

# **How has Oregon performed over time?**

Data in this fact sheet has been updated to show Oregon’s historical results as they would have been reported under the new indicator measurements. To minimize complexity, the historical data Oregon reported from the prior measurement of this indicator is not included. However, as there are not yet any targets for the revised indicator, the prior targets from the FFY 2014-19 SPP cycle are included below.

**Historical Participation Targets (FFY 2014-19 Indicator B3A)**

| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- | --- |
| Reading Participation Target ≥ | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| Math Participation Target ≥ | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |

**Historical Results for FFY 2020-25 Indicator B3A. Participation rate for children with IEPs.**

**Historical Performance Targets (FFY 2014-19 Indicators B3B and B3C)**

| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- | --- |
| Reading Performance Target ≥ | 54.50% | 54.50% | 28.00% | 35.00% | 41.00% | 41.00% |
| Math Performance Target ≥ | 40.00% | 40.00% | 25.00% | 32.00% | 39.00% | 39.00% |

**Historical Results for FFY 2020-25 Indicator B3B. Proficiency rate for children with IEPs against grade level academic achievement standards.**

**Historical Performance Targets (FFY 2014-19 Indicators B3B and B3C)**

| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- | --- |
| Reading Performance Target ≥ | 54.50% | 54.50% | 28.00% | 35.00% | 41.00% | 41.00% |
| Math Performance Target ≥ | 40.00% | 40.00% | 25.00% | 32.00% | 39.00% | 39.00% |

**Historical Results for FFY 2020-25 Indicator B3C. Proficiency rate for children with IEPs against alternate academic achievement standards.**

**Historical Results for FFY 2020-25 Indicator B3D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.**

**What are the new targets?**

The ODE will not set new targets until we hear from our partners. There are several ways to set new targets. It could be a percentage increase, start with the desired end in mind, or examine trends over time and make predictions based on trends. Some helpful information about setting targets:

* Targets are meant to support improved results and outcomes for children and families. They should be within reach but still show growth.
* Change takes time. Targets can be created with this understanding in mind. For example, targets may stay the same for several years in a row, and then improve slightly during the final target year (FFY 2025). Alternatively, targets could show a slight improvement each year.

**Example A**

Targets in Example A show a gradual improvement.

3A. Participation rate for children with IEPs.

| **Reading** | | | |  | **Math** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |  | **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |
| 2020 | 95.00% | 95.00% | 95.00% |  | 2020 | 95.00% | 95.00% | 95.00% |
| 2021 | 95.00% | 95.00% | 95.00% |  | 2021 | 95.00% | 95.00% | 95.00% |
| 2022 | 95.00% | 95.00% | 95.00% |  | 2022 | 95.00% | 95.00% | 95.00% |
| 2023 | 95.00% | 95.00% | 95.00% |  | 2023 | 95.00% | 95.00% | 95.00% |
| 2024 | 95.00% | 95.00% | 95.00% |  | 2024 | 95.00% | 95.00% | 95.00% |
| 2025 | 95.00% | 95.00% | 95.00% |  | 2025 | 95.00% | 95.00% | 95.00% |

3B. Proficiency rate for children with IEPs against grade level academic achievement standards.

| **Reading** | | | |  | **Math** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |  | **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |
| 2020 | 21.79% | 15.52% | 26.12% |  | 2020 | 19.71% | 9.18% | 5.58% |
| 2021 | 21.93% | 15.63% | 26.83% |  | 2021 | 19.91% | 9.47% | 5.85% |
| 2022 | 22.08% | 15.73% | 27.53% |  | 2022 | 20.10% | 9.75% | 6.12% |
| 2023 | 22.23% | 15.84% | 28.24% |  | 2023 | 20.29% | 10.04% | 6.39% |
| 2024 | 22.38% | 15.94% | 28.94% |  | 2024 | 20.48% | 10.32% | 6.65% |
| 2025 | 22.53% | 16.05% | 29.65% |  | 2025 | 20.67% | 10.61% | 6.92% |

3C. Proficiency rate for children with IEPs against alternate academic achievement standards.

| **Reading** | | | |  | **Math** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |  | **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |
| 2020 | 56.04% | 48.15% | 57.10% |  | 2020 | 37.35% | 40.89% | 44.72% |
| 2021 | 63.17% | 54.79% | 60.38% |  | 2021 | 44.12% | 44.13% | 46.26% |
| 2022 | 70.30% | 61.42% | 63.65% |  | 2022 | 50.89% | 47.37% | 47.79% |
| 2023 | 77.43% | 68.06% | 66.92% |  | 2023 | 57.66% | 50.60% | 49.32% |
| 2024 | 84.55% | 74.70% | 70.19% |  | 2024 | 64.43% | 53.84% | 50.86% |
| 2025 | 91.68% | 81.34% | 73.47% |  | 2025 | 71.21% | 57.07% | 52.39% |

3D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

| **Reading** | | | |  | **Math** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FFY** | **Grade 4**  Target ≤ | **Grade 8**  Target ≤ | **Grade 11**  Target ≤ |  | **FFY** | **Grade 4**  Target ≤ | **Grade 8**  Target ≤ | **Grade 11**  Target ≤ |
| 2020 | 28.10% | 40.84% | 43.20% |  | 2020 | 24.15% | 32.20% | 27.37% |
| 2021 | 28.40% | 41.78% | 43.70% |  | 2021 | 24.21% | 33.16% | 28.00% |
| 2022 | 28.71% | 42.72% | 44.19% |  | 2022 | 24.28% | 34.13% | 28.63% |
| 2023 | 29.01% | 43.66% | 44.68% |  | 2023 | 24.35% | 35.09% | 29.27% |
| 2024 | 29.32% | 44.59% | 45.18% |  | 2024 | 24.41% | 36.05% | 29.90% |
| 2025 | 29.62% | 45.53% | 45.67% |  | 2025 | 24.48% | 37.01% | 30.53% |

**Example B**

Targets in example B show more growth.

3A. Participation rate for children with IEPs.

| **Reading** | | | |  | **Math** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |  | **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |
| 2020 | 95.00% | 95.00% | 95.00% |  | 2020 | 95.00% | 95.00% | 95.00% |
| 2021 | 95.00% | 95.00% | 95.00% |  | 2021 | 95.00% | 95.00% | 95.00% |
| 2022 | 95.00% | 95.00% | 95.00% |  | 2022 | 95.00% | 95.00% | 95.00% |
| 2023 | 95.00% | 95.00% | 95.00% |  | 2023 | 95.00% | 95.00% | 95.00% |
| 2024 | 95.00% | 95.00% | 95.00% |  | 2024 | 95.00% | 95.00% | 95.00% |
| 2025 | 95.00% | 95.00% | 95.00% |  | 2025 | 95.00% | 95.00% | 95.00% |

3B. Proficiency rate for children with IEPs against grade level academic achievement standards.

| **Reading** | | | |  | **Math** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |  | **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |
| 2020 | 21.79% | 15.52% | 26.12% |  | 2020 | 19.71% | 9.18% | 5.58% |
| 2021 | 22.47% | 16.18% | 27.00% |  | 2021 | 20.07% | 9.47% | 5.87% |
| 2022 | 23.15% | 16.85% | 27.88% |  | 2022 | 20.43% | 9.75% | 6.16% |
| 2023 | 23.83% | 17.51% | 28.75% |  | 2023 | 20.79% | 10.04% | 6.45% |
| 2024 | 24.51% | 18.17% | 29.63% |  | 2024 | 21.14% | 10.32% | 6.74% |
| 2025 | 25.19% | 18.83% | 30.51% |  | 2025 | 21.50% | 10.89% | 7.03% |

3C. Proficiency rate for children with IEPs against alternate academic achievement standards.

| **Reading** | | | |  | **Math** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |  | **FFY** | **Grade 4**  Target ≥ | **Grade 8**  Target ≥ | **Grade 11**  Target ≥ |
| 2020 | 56.04% | 48.15% | 57.10% |  | 2020 | 37.35% | 40.89% | 44.72% |
| 2021 | 63.17% | 54.79% | 60.38% |  | 2021 | 44.12% | 44.13% | 46.94% |
| 2022 | 70.30% | 61.42% | 63.65% |  | 2022 | 50.89% | 47.37% | 49.15% |
| 2023 | 77.43% | 68.06% | 66.92% |  | 2023 | 57.66% | 50.60% | 51.37% |
| 2024 | 84.55% | 74.70% | 70.19% |  | 2024 | 64.43% | 53.84% | 53.58% |
| 2025 | 98.81% | 87.98% | 76.74% |  | 2025 | 77.98% | 60.31% | 55.80% |

3D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

| **Reading** | | | |  | **Math** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FFY** | **Grade 4**  Target ≤ | **Grade 8**  Target ≤ | **Grade 11**  Target ≤ |  | **FFY** | **Grade 4**  Target ≤ | **Grade 8**  Target ≤ | **Grade 11**  Target ≤ |
| 2020 | 28.10% | 40.84% | 43.20% |  | 2020 | 24.15% | 32.20% | 27.37% |
| 2021 | 28.67% | 41.78% | 44.22% |  | 2021 | 24.43% | 33.16% | 28.33% |
| 2022 | 29.25% | 42.72% | 45.24% |  | 2022 | 24.71% | 34.13% | 29.30% |
| 2023 | 29.82% | 43.66% | 46.26% |  | 2023 | 24.99% | 35.09% | 30.27% |
| 2024 | 30.39% | 44.59% | 47.27% |  | 2024 | 25.27% | 36.05% | 31.24% |
| 2025 | 30.97% | 46.47% | 48.29% |  | 2025 | 25.55% | 37.97% | 32.21% |

**If you need more information in order to provide input, please contact  
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